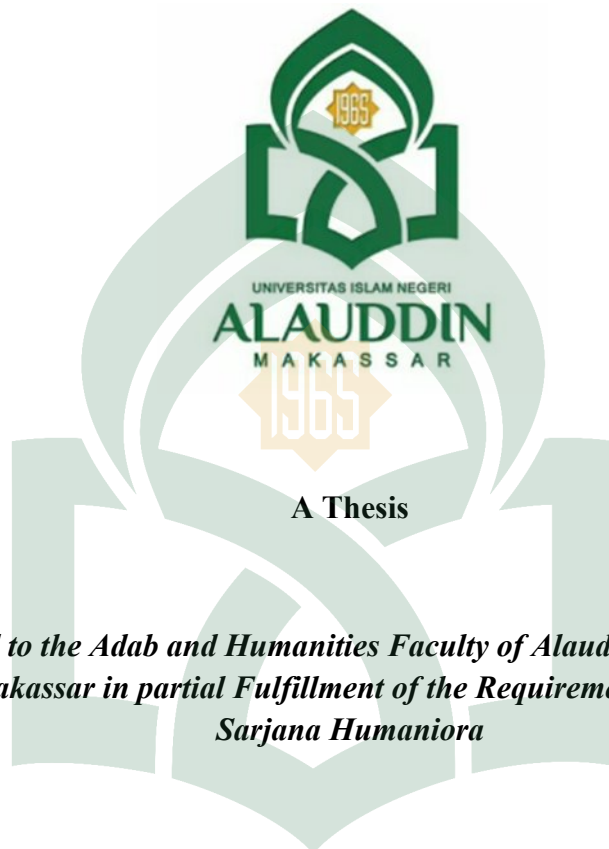


**LANGUAGE FUNCTIONS USED IN THE HAWKIN’S NOVEL**

**“THE GIRL ON THE TRAIN”**



**A Thesis**

*Submitted to the Adab and Humanities Faculty of Alauddin State Islamic University Makassar in partial Fulfillment of the Requirements of the Degree of Sarjana Humaniora*

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**2018**

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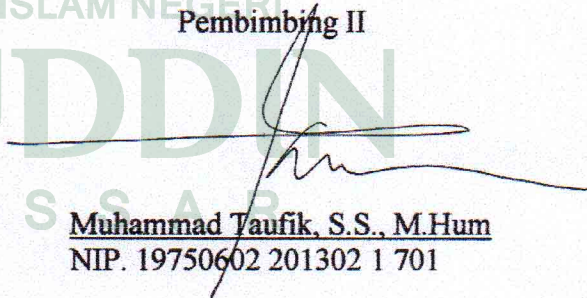
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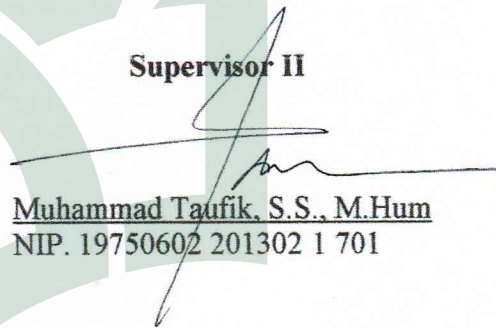
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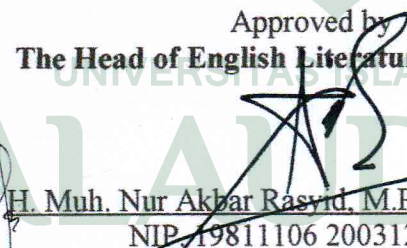
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## PENGESAHAN SKRIPSI

Skripsi yang berjudul *Language Functions Used in the Hawkin's Novel "The Girl on the Train"*, yang disusun oleh Adibah munir, Nim: 40300113116, Mahasiswi Jurusan Bahasa dan Sastra Inggris pada Fakultas Adab dan Humaniora UIN Alauddin Makassar, telah diuji dan dipertahankan dalam *Sidang Munaqasyah* yang diselenggarakan pada hari **Jumat, tanggal 23 Maret 2018 M.**, bertepatan dengan **6 Rajab 1439 H**, dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Humaniora (S.Hum.) dalam Ilmu Adab dan Humaniora, Jurusan Bahasa dan Sastra Inggris (dengan beberapa perbaikan).

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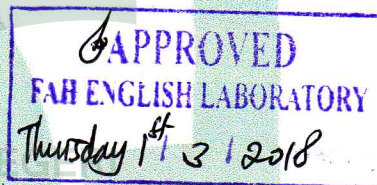
## ABSTRACT

Name : **Adibah Munir**  
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This research discussed about the types of language and the language functions performed by the main character in the Hawkin's novel "The Girl on the Train". The researcher used Holmes's theory about language function. This research applied data descriptive qualitative method in revealing the data. The researcher used note taking as the instrument to get the valid data. The researcher revealed that there were 55 data of language function that exist in novel and the data were divided into three types; 26 data of expressive function, 3 data of directive function, 10 data referential function and 16 poetic function. The dominant language function that appear in the novel was expressive function. The researcher concluded that the main character used expressive function to deliver emotions, thought or ideas directive function are used by the main character for asking to do something or making a request while referential function used by the main character to give information about thing, reason or fact and poetic function to express the thought using the aesthetic language.

**Keywords:** *Language Function, Novel, Hawkin's Novel, 'The Girl on The Train' Novel.*



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## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background study, research questions, research objectives, research significances, and research scopes.

#### **A. Background Study**

In communication, people use language to convey their messages. We know that language does not only belong to public of society but also privacy of someone. Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who has learned the system of that culture, to communicate or to interact (Finocchisro, 2002:6).

Further, Lucas (2011:59) states that language represents a learner's social and cognitive development. All conceptual learnings are based in how language functions to represent both social and cognitive understanding. Language functions are the purposes for which human beings speak or write. According to Harmer (2008: 76) language function is a purpose you wish to achieve when you say or write. He further claims that by 'performing' the function, you are performing an act of communication. Every day we do something including language that has purpose. Language is a vehicle to serve functions. A function in language refers to purpose for which we use utterances or units of speech. Thus, language functions as the way that the learning system acquires the meaning or thoughts of cognition for social development as a human being. This human learning system functions more holistically than the simple addition of structures and the result is greater than the sum of the parts.



The language function can be seen in varieties of using language. One of them is reflected in the literary works within the use of language as literary medium. Lukens (2003:3) argues that literature may give us information and vicarious experiences, but it also gives us much more. Then, literature is traditionally described as the body of writing that exists because of inherent imaginative and artistic qualities. Role of literature in our life is very important for people who are have art soul, creative and high imagination.

In our daily activity, we usually find a literary work such as poem, prose, drama and song. Another form of literary work is a novel. Novel is a piece of prose fiction of a reasonable length. Even a definition as toothless as this, however is still too restricted. Not all novel are written in prose. Some man of letters state different opinions about the distinction between fiction and fact is not always clear (Eagleton, 2005:1). The researcher concludes that novel is a creation that result from act of expressing the imagination and creativity. This creation consist of materials such as the characters, author ability and the medium which is related one another.

In relation to Al-Qur'an, the language functions relevanced to verse 63 Surah An-Nisa:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ  
وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

Translation:

*“Those-God knows what is in their hearts, in the way of hypocrisy and the mendacity of their excuses; so turn away from them, with forgiveness admonish them, make them fear God, and say to them regarding, the issue of, their souls penetrating words, affecting them, in other words, reprimand them so that they repent of their unbelief”.* (Al-Jalalayn in Hamza 2007:95).

From the verse above, the researcher concludes that Islam teaches its followers to deliver the message using affective words. So, God knows what in their hearts is (servant) that sometimes there's hypocrisy as well as a tendency to infidelity, which resulted in their speech is different with their heart's content. Therefore, we as a servant with reminding each other need to be touching their hearts with the word write their tracks that are their heart and soul.

In this research, the researcher is interested in analysing Language Function Used in the Hawkin's novel “The Girl on the Train” because the context of language functions are used in all fields by language users including in the novel. For example, language functions make the readers understand what the writer wants to tell to the readers. When somebody talks about analysing the novel, the reader tries to guess, who is speaking, to whom, about what, in what ways and where they are speaking. These questions necessary need some answer because they should relate to the context. It can be said, it is important to know the context, because it can help the readers to understand what is being talked.

It is concerned with the realization between language, context and interpersonal meaning in text. Therefore, language is very useful in novel because

the researcher can deliver message that consist in and language function makes the readers understand and convey through a novel easily. In this case, it is very important to know deep meaning and the types of language functions implied in reading texts of the novel.

### **B. Research Questions**

In relation to the statement above, the researcher formulates the research questions as follows:

1. What types of Language Functions are used by the main character in the Hawkin's novel "The Girl on the Train"?
2. How the language function are used by the main character in the Hawkin's novel "The Girl on the Train"?

### **C. Research Objectives**

Based on the research question above, the objective of the research are:

1. To find out the types of Language Function are used by the main character in the Hawkin's novel "The Girl on the Train".
2. To describe the Language Functions are used by the main character in the Hawkin's novel "The Girl on the Train".

### **D. Research Significances**

The result of this research can help out the readers both of theoretically and practically. The significance of the research are:

Theoretically, the research is expected to deliver benefits for the development of linguistic theory. Thus, it can become a reference for next researcher who wants analyze an object which is relevant with this study and will

be useful for the students who are interested to study literary work, especially language function.

Practically, the result of this study can increase our knowledge about the language function. At least, the knowledge can help the people in using language in daily communication by understanding the uses of language function itself.

#### **E. Research Scopes**

In this part, the researcher restricts the part of language functions in main character in the Hawkin's novel "The Girl on the Train" by using Holmes's theory. The theory is divided the language function into six kinds; expressive, directive, referential, metalinguistic, poetic and phatic functions.





## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Findings

After searching some researchers, the researcher has found some previous findings are tries to compare with this research. These are the previous finding that has similarity with this thesis:

Sabata (2011) in her thesis, *“An Analysis of Language Function in the Novel “A Potrait of Artist as Young Man” by James Joyce”*. She found that there are seven language functions in the novel based on the Roman Jacobson’s theory. Besides, she used note taking technique to get her data, analyzed it by used descriptive method. The result of her research, the language function that mostly used in that conversation of the novel was referential function and it occured in the dialogue that a single utterance had two functions of language.

Fadliyansyar (2010) in his thesis, *“Directive Function in Oscar Wide’s Play “An Ideal Husband”*. He found that in the text of the *“An Ideal Husband”* play, micro function of request further divided into four types: request for action, information, help and sympathy. The method used in the study was a descriptive method. The researcher applies a library research and others sources to collect information which is related to the topic. To collect her data, the researcher used note taking. Then, the request function that are mostly occured is the request of action which occur in eleven samples, and the both the request for information and the request for help occurs respectively in four samples each and the last occured is the request for sympathy which occur in only one sample. On the

results, he only analyzed one subdivision of directive, request with discourse analysis approach.

Zulfahmi (2012) in his thesis, *“Directive Function in the Novel ‘I am Number Four’ by Pittacus Lore”*. He found that there are four kinds of directive function in the novel. They are question, request, order and please. The method used in the study was a descriptive qualitative method. The researcher applies a library research and others sources to collect information which is related to the topic. To collect her data, the researcher used note taking. The dominant type of directive utterance that was found is question. On the results, he analyzed all kinds of directive function by using Cook’s theory while in his thesis the researcher used Ervin-Tripp theory about directive function.

From three previous findings above, this research has similarity and differences from those researches. The similarity between this research and those researchers above is using language function analysis. Meanwhile, the differences are: (1) The first previous finding she found that there are seven language functions in the novel and the language function that mostly used in that conversation of the novel was referential function and it occurred in the dialogue that a single utterance had two functions of language (2) The second previous finding he found that in the text of the “An Ideal Husband” play, micro function of request further divided into four types: request for action, information, help and sympathy. (3) The third previous finding previous finding he found that there are four kinds of directive function in the novel. They are question, request, order and please. (4) The last, those researches used descriptive method and has a different

technic and theory to collect their data from this research. In this case, this research focusses on analyzing the speech by the main character in Hawkin's novel "The Girl on the Train" with descriptive qualitative method and use note taking as instrument to collect data.

## **2. Pertinent Ideas**

### **A. Language Function**

Ba'dulu (2013:5) explains that language function is the main function of communication. Further, Chojimah (2014:4) states that language function transactional when it is used for transferring information. Teaching-learning process, political speeches, and academic seminar are just few examples of communicative events in which language is used transactionally.

In the other words, the language function is what we say for a specific purpose, whether apologizing, expressing a wish, or asking permission to fulfill our purposes. So that, language function means the role of language system of communication to deliver meaning and to give understanding what the speaker's said. All people use language in order to fulfill that purpose. In this case, each purpose can be known as a language function.

### **B. The Types of Language Function**

The functions of language have various kinds. Based on the scope of this analysis, the researcher only focuses on kinds of language functions of Holmes's theory (2001:259).

In this theory, Holmes formulated the kinds of language function into six kinds as follows:

## 1. Expressive Function

Holmes (2001:259) explains that expressive function is express personal feelings, thoughts, ideas and opinions with different choice words, information etc, e.g. Michael Stuart's dead.

Then, Pavlenko in Tribus (2017:58) argues that expressive function is this function is clearly evinced in the form of interjections and other utterances that are oriented towards the speaker's state of being. The absence of this communicative function not only deprives the English language learner of the ability to engage emotionally with an interlocutor, but also may reduce the possibility of retention, expression, or development of a fully formed L2 identity, further hindering his or her ability to communicate effectively e.g. Awesome!

Both of utterances have emotive function. The first utterance from the first example above "Michael Stuart's dead" are someone tries to make the hearer feeling something and causes the addressee feels grieve when hear that statement. While, the second example above "Awesome!", means that someone wants utter his or her emotion because of seeing a wonderful thing.

In addition, based on the definitions above the researcher concludes that expressive function is showed by the speaker when he responds what the interlocutor said in communication.

## 2. Directive

Holmes (2001:259) states that directive function is uses to giving orders or making request by using imperative statements, e.g. please, help me!



Thus, according to Nadia (2014:177) directive function same as exclamations that give expression to the speaker's affective stance or attitude. Sometimes an exclamation is realized by an interjection which is a word or a sound used to express a sudden feeling or emotion, e.g. I am warning you!

The first example in expression above “please, help me!” means that the utterances that deliver where the interlocutor knows what the speaker means. Then, the second expression is “I am warning you!”, the addresser intends to interlocutor can do an action. He wishes to the addressee obeys what he said.

In addition, based on definitions above the researcher concludes that directive function is how the people utter something directly that what the speaker means.

### **3. Referential**

Holmes (2001:259) states that referential function is used to provide information about things and to reasons about fact, e.g. Forty-eight percent of all Americans live in igloos.

Furthermore, Steinberg (2007:66) says that referential function is a function describing objective or cognitive of the world. The objective expression (referential function) in language means to describe the general understanding about things in the real world, such as facts or evens, e.g. Cleopatra was bitten by an as.

The first example above “Forty-eight percent of all Americans live in igloos” from the statement provide the information that focuses on what the speaker knows about the Americans people who live in igloos. The second

utterance is consecrated on what the speaker comprehends and hope the hearer understands or believes that.

In addition, based on the definitions above the researcher concludes that referential function is saying utterance to others about things or facts.

#### **4. Metalinguistic**

Holmes (2001:259) states that metalinguistic is used to describe parts of language such as grammar or words that describe language itself, e.g. This bone is known as the femur.

Then, Tourchon (2005:35) says that metalinguistic function mainly revolves around the lexicon. They do not define the verb, they do not explain it or elaborate on it. On the contrary, they misuse it by enforcing it upon the addressee for fear of miscommunication, e.g. what do you mean by this?

The first example above, the speaker intends to emphasize that the femur is a part of bone. Then, the second example is the speaker wants to know something the meaning from the interlocutor that he does not get before.

In addition, based on the definition experts above the researcher concludes that metalinguistic function is the code in language that addresser understand the meaning of the code are used.

#### **5. Poetic**

Holmes (2001:259) states that poetic function it focuses on aesthetic features of language as poem, e.g. Peter Piper picked a peck of pickled peppers.

Furthermore, Manoliu (2017:60) explains that the poetic function cannot be reduced only to poetry, the same as poetry cannot be reduced only to the poetic

function of the message, and consists in that it emphasizes the concrete side sign of the language. e.g. healthy inside, fresh outside.

In the first example above “Peter Piper picked a peck of pickled peppers” not only in poem but also talk about the message for all of people to know about the meaning of the utterances that the speaker said. Then, the second example explain that the speaker gives us information that the drink is very good for our health.

In addition, based on the definition experts above the researcher concludes that poetic function is a medium to expresses feeling or attitudes in the form of poetry.

## **6. Phatic**

Holmes (2001:259) states that phatic function it express solidarity and empathy with others, e.g. How are you, lovely day isn't it?

Thus, Dabala (2012:137) argues that phatic is an utterance may point us in the right direction: it is social task, aimed at establishing contact, communication between the speaker and addressee. It is the dominant function in such utterance “hello”.

The first greeting example above “How are you, lovely day isn't it?”, is not really asking about your situation and things happening at the time, but it is means the speaker try to open the conversation to make closer. The second example say “hello” to someone else, it means that the speaker hopes he is able to make in a good atmosphere between them.

In addition, based on the definitions above the researcher concludes that phatic function is utterances express solidarity with others and how to keeping the relationship with the society through in communication where expression connect with the situation.

Based on the explanation about language function according to some experts above, the researcher concludes that language function is element of communication that people use to interact with another, expressing something based on the condition by using language function. In this case, the researcher chooses only three types of language function proposed by Holmes because it is more complete about language function and the part of the theory has similarity with the other expert explanation. Moreover, we can differentiate it and make the readers understand easier about the explanation itself.



### **C.Synopsis of the Novel ‘The Girl on the Train’**

“The Girl on the Train” is a mystery and suspense novel by Paula Hawkins. The narrative is skillfully split between three women whose lives interlink tragically: Rachel, Megan and Anna. We first encounter Rachel on the commute home from London, just another tired worker on her way back to the suburbs – except that she has four cans of pre-mixed gin and tonic in her bag, and that’s only for starters. “It’s Friday, so I don’t have to feel guilty about drinking on the train.

The journey takes Rachel along the backs of houses on the street where she used to live. Unable to look at number 23, her old home, where ex-husband Tom now lives with new wife Anna, she focuses instead on number 15. She has become obsessed with the beautiful young couple living there, whom she names Jess and Jason. Rachel looks out for the pair every day, daydreaming about their perfect lives. Until one day she sees something that startles her in their garden, and when she reads in the paper that “Jess” – who is really called Megan – has vanished, she decides to tip off the police. She is convinced that “Jason”, now the prime suspect – and really called Scott – would never harm his beloved wife.

But Rachel is prone to blackouts, irrationality and drunk dialing, and the police dismiss her as a rubbernecker. She has also been persecuting Tom and Anna, bombarding them with offensive messages. It is a bold move to create such a flawed female lead; the alcoholic lifestyle with its miserable excuses, urine-soaked underwear and vomit on the stairs is outlined in all its bleak, cyclic predictability.

Rachel is not just weak, occasionally spiteful and self-pitying, but also overweight and relatively unattractive; a sad sack compared with vibrant Megan and glossy, sexy Anna, who glories in her victory over her predecessor. Yet as Hawkins demonstrates, apparently fixed identities and fortunes have their foundation on shifting sands. The more Rachel discovers about the missing Megan, the less she likes her. In a clear echo of *Gone Girl* (the success of which is presumably why this novel does not bear the more accurate title *The Woman on the Train*), Scott, the apparently grieving husband, is likewise more slippery than his charming manner indicates. Anna, too, comes to seem less like an innocent victim and more like a vindictive troublemaker. Tom is a nice guy driven to distraction by his batty ex-wife, but is there something disquieting lurking beneath his calm surface.

#### **D. Authobiography of Author**

Paula Hawkins is British novelist born in Salisbury, Rhodesia, on August 26<sup>th</sup> 1972. Her first novel, *The Girl on the Train*, became a bestseller. She is the daughter of an economics professor and she and her family moved back from Rhodesia to London in 1989 when she was 17 years old. She attended the University of Oxford and graduated with a degree in philosophy, politics and economics. She worked for *The Times* as a business journalist and then worked as a freelance journalist for various different publications.

Hawkins, who is 43 and grew up in Zimbabwe before moving to the UK and doing a degree at Oxford, now says the lighter stuff she was writing before never came naturally, and part of her was always pulling in a deeper and darker direction. But she had no inkling that “drunk girl”, as she dubbed Rachel, would take off in the way she has “When I gave 30,000 words to my agent she was like, ‘Oh God yes, this is right, this is fantastic,’ but I don’t think I ever really felt it. She kept saying it was going to be good, but it was one of those things when you’re not sure; it’s like your mum telling you you’re pretty,” she says in the smart hotel where we are drinking tea around the corner from the flat she has just bought in Clerkenwell, central London.

In 2009, Hawkins turned her attention from reporting factual stories to writing fiction. She used the pen name Amy Silver and wrote four romantic comedy novels; the most memorable of which being *Confessions of a Reluctant Recessionista*. These first novels did not become successful and were not at all

critically acclaimed. It was not until she wrote a much darker story, her thriller *The Girl on the Train*, that she became a bestselling author.

Her father is an economics professor and Hawkins once dreamed of being a foreign correspondent. She now thinks she would have been “terrible – I’m not nearly intrepid enough”. Instead, she has found her vocation in the invention of fictional dangers, and the promise that draws readers to books like hers, to explore “frightening things in a safe environment”.

Paula Hawkins has reported that the novel took her 6 months of writing full time to complete. It is a much more serious book than her previous four novels and deals with issues of drug abuse, alcoholism and domestic violence among others. The novel was a bestseller in hardback and the publisher pushed back the publication of the paperback edition several times in order to capitalise on its success for as long as possible. Only a year after its initial release, *The Girl on the Train* had been published in more than forty different languages, had been optioned for adaptation for film by Dreamworks and had become a bestseller worldwide.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter consists of research method, data source, research instrument, data collection procedures, and data analysis techniques.

##### **A. Research Method**

In this research, the researcher used descriptive qualitative method. The researcher analyzed the language function based on Holmes's theory. Qualitative methods have become important tools within this broader approach to apply research, in large part because it provides valuable insights into the local perspectives of study populations (Mack, 2005:1). In addition, Burns and Grove (2003:201) states that descriptive research is designed to provide a picture of a situation as it naturally happens.

The researcher used the descriptive qualitative method to analyze the data in case to know the meaning of the word that the speaker produced. This research describes the language functions of speech of main character in the Hawkin's novel "The Girl on the Train".

##### **B. Data Source**

The object of the research focused on Hawkin's novel "The Girl on the Train". The novel was released on 2015, consists of 475 pages, and 38 chapters.

##### **C. Research Instrument**

The researcher used note taking as instrument on this research. Note-taking is a method in assembling data required by using note cards to write down the data easily, on the note cards are also completed by number and page where



the data found (Ray, 2005:13). It is used to get the data which are well structured and easy to be analyzed.

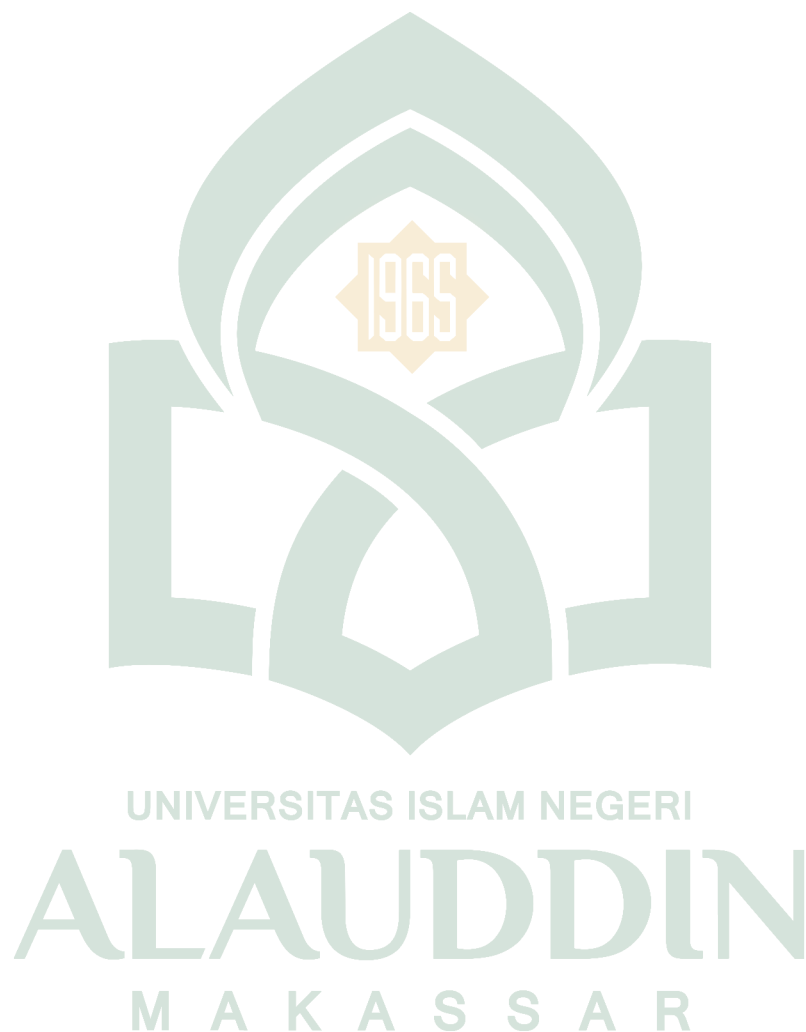
#### **D. Data Collection Procedures**

To complete the data, the researcher serves some procedures to reach the conclusion of this research. Procedures of collecting data are follows:

1. The researcher read the novel carefully.
2. The researcher took note cards to write down the data which exist in each speech of language function in novel.
3. The researcher classified the utterances or sentences and write down including its page and chapter based on four kinds of language function by using the four color of card to make easy in classifying. They are green card for expressive, black card for directive, blue card for referential, and yellow card for poetic function. Then, after all data have been written on note cards, the researcher arranged the note cards based on the colors of cards.

### **E. Data Analysis Tehniques**

In this part, the researcher used Holmes's theory. He divides the language function into six kinds; expressive, directive, referential, metalinguistic, poetic, and phatic functions.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

Findings and discussions describe the data which were collected from the analysis of language functions in the Hawkin's novel "The Girl on the Train". The discussion was organized based on the research question which underpinned the study. The first sub heading presents the discussion of the research.

#### A. Findings

After analyzing the speech by the main character the Hawkin's novel "The Girl on the Train", the researcher found three language functions namely; expressive, directive and referential that used in the novel. The following table shows the data that are found in the Hawkin's novel "The Girl on the Train". To understand the data collection, the researcher presented explanation that **EF** is Expressive Function, **DF** is Directive Function, **RF** is Referential Function, **PF** is Poetic Function, **C** is chapter, **P** is page and **D** is data.

NO.	Data	Types of Language Functions			
		EF	DF	RF	PF
1.	It could have been left behind by the engineers who work this part of the track, they're here often enough. Or it could be something else. <b>My mother used to tell me that I had an over active imagination; Tom said that, too.</b> I can't			✓	

	<p>help it, I catch sight of these discarded scarps, a dirty T-shirt or a lonesome shoe, and all I can think of is the other shoe and the feet that fitted into them. <b>(C1/P1/D1)</b></p>				
2.	<p>Someone in the seat behind me gives a sigh of helpless irritation; the 8:04 slow train from Ashbury to Euston can test the patience of the most seasoned commuter. <b>The journey is supposed take fifty-four minutes</b>, but it rarely does: this section of the track is ancient, decrepit, beset with signaling problems and never-ending engineering works. <b>(C1/P2/D2)</b></p>			✓	
3.	<p>The train crawls along; it judders past ware houses and water towers, bridges and sheds, past modest Victorian houses, their backs turned squarely to the track. <b>My head leaning against the carriage window, I watch these houses roll past me like a tracking shot in a film.</b> I see them as others do not; even their owners probably don't see them from this perspective. <b>(C1/P2/D3)</b></p>	✓			

4.	The fun starts here. It's going to be a lovely weekend, that's what they're telling us. <b>Beautiful sunshine, cloudless skies. (C1/P3/D4)</b>				✓
5.	Beautiful sunshine, cloudless skies, <b>no one to play with, nothing to do.</b> Living like this, the way I'm living at the moment, is harder in the summer when there is so much daylight, so little cover of darkness, when everyone is out and about, being fragrantly, aggressively happy. It's exhausting and it makes you feel bad if you're not joining in. <b>(C1/P4/D5)</b>	✓			
6.	There's faulty signal on this line, about half-way through my journey. <b>I assume it must be faulty, in any case, because it's almost always red;</b> we stop there most days, sometimes just for a view seconds, sometimes for minutes on end. <b>(C1/P5/D6)</b>			✓	
7.	Sometimes, when I see her there, <b>I feel as though she seems me, too, I feel as</b>	✓			

	<p><b>though she looks right back at me, and I want to wave.</b> I'm too self-conscious. (C1/P6/D7)</p>				
8.	<p>There are familiar faces on these trains, people I see every week, going to and fro. I recognize them and they probably recognize me. <b>I don't know whether they see me, though, for what I really am.</b> It's a glorious evening, warm but not too close, the sun starting its lazy descent. (C1/P7/D8)</p>	✓			
9.	<p>I keep my eyes fixed on Jess, on her home, as the train starts to inch forward. <b>I don't want to see the other houses; I particularly don't want to see the one four doors down, the one that used to be mine.</b> I lived at number twenty-three Blenheim Road for five years, blissfully happy and utterly wretched. (C1/P9/D9)</p>	✓			
10.	<p>It's not awful. <b>Cathy's a nice person,</b> in a forceful sort of way. She makes you notice her niceness. (C1/P12/D10)</p>	✓			



11.	<p>I've never seen them up close, they didn't live at that house when I lived down the road. They moved in after I left two years ago, I don't know when exactly. <b>I suppose I started noticing them about a year ago</b>, and gradually, as the months went past, they became important to me. (C1/P14/D11)</p>			✓	
12.	<p>They're a match, they're a set. They're happy, I can tell. <b>They're what I used to be</b>, they're Tom and me five years ago. (C1/P14/D12)</p>	✓			
13.	<p>He finds me distasteful. I am not a girl I used to be. <b>I am no longer desirable, I'm off-putting in some way</b>. It's not just that I've out on weight, or that my face is puffy from the drinking and the lack of sleep; it's as if people can see the damage written all over me, can see it in my face, the way I hold myself, the way I move. (C1/P15-16/D13)</p>			✓	
14.	<p>I can't stop replaying the scene in the coffee shop this morning, <b>I can't stop</b></p>	✓			

	<p><b>feeling as though I'm still there</b>, I can't stop seeing the looks on their faces. I blame Jess. I was obsessing this morning about Jess and Jason, about what she'd done and how he would feel, about the confrontation they would have when he found out and when his world, like mine, was ripped apart.</p> <p><b>(C3/P46/D14)</b></p>				
15.	<p><b>I feel exhausted this evening</b>. I am sober, stone-cold. Some days I feel so bad that I have to drink; some days I feel so bad that I can't. Today, the thought of alcohol turns my stomach. But sobriety on the evening train is challenge, particularly now, in this heat. A film of sweet covers every inch of my skin, the inside of my mouth prickles, my eyes itch, mascara rubbed into their corners.</p> <p><b>(C1/P21/D15)</b></p>	✓			
16.	<p>Megan is still missing, and I have lied-repeatedly-to the police. <b>I was in a panic by the time I got back the flat last</b></p>	✓			

	<p><b>night.</b> I tried to convince myself that they'd come to see me about my accident with the taxi, but they'd didn't make sense. I'd spoken to the police at scene. It was clearly my fault. I'd had to be something to do with Saturday night. I must have done something. I must have committed some terrible act and blacked it out. <b>(C7/P99/D16)</b></p>				
17.	<p>It's long time before I stop crying, before I'm able to compose a text to him saying I'm very sorry, I'm at home now. <b>I can't say anything else because I don't know what exactly is I'm sorry for.</b> I don't know what I did to Anna, how frightened her. <b>(C3/P64/D17)</b></p>	✓			
18.	<p>I thought she was going to tell me that she wasn't kicking me out after all, but instead she slipped a type written note into my hand, giving me formal notice of my eviction, including a departure date. <b>She couldn't meet my eye.</b> I felt sorry for her, I honestly did, though not quite as</p>	✓			

	sorry as for myself. <b>(C5/P74/D18)</b>				
19.	<p>I'm on the 8:04, but I'm not going into London. I'm going to Witney instead.</p> <p><b>I'm hoping that being there will jog my memory,</b> that I'll get to the station and I'll see everything clearly, I'll know. I don't hold out much hope, but there is nothing else I can do. I can't call Tom. I'm too shamed, and in any case, he's made it clear: he wants nothing more to do with me. <b>(C7/P92/D19)</b></p>	✓			
20.	<p>I turned around and headed back to the station. <b>I didn't want to be there any longer; I didn't want to go to Scott and Megan's front door.</b> I wanted to get away from there. <b>(C7/P97/D20)</b></p>		✓		
21.	<p>Did you intend to harm the Watsons' child? <b>I leaped my feet then.</b></p> <p>Melodramatic, I know, but I wanted to make them see. Make Gaskill see what an outrageous suggestion that was. "I don't have to listen this! I came here to tell you about the man! I came here to help you!</p>		✓		

	And now... what exactly are you accusing me of? What are you accusing me of? (C7/P122/D21)				
22.	Bearing in mind that there are some physical similarities between Megan and Mrs. Watson. <b>“They don’t look anything like each other!”</b> I was outraged at the suggestion. Jess is nothing like Anna. Megan is nothing like Anna. They’re both blond, slim, petite, pale skinned. (C7/P124/D22)		✓		
23.	Things became awkward in the office; people noticed. <b>Tom didn’t feel the way I did.</b> It wasn’t his failure, for starters, and in any case, he didn’t need a child like I did. He wanted to be a dad, he really did. I’m sure he daydreamed about kicking a football around in the garden with his son, or carrying his daughter on his shoulders in the park. But the thought our lives could be great without children, too. “We’re happy,” he used to say to me. “Why can’t we just go on being happy?”	✓			

	<p>He became frustrated with me. He never understood that it's possible to miss what you've never had, to mourn for it.</p> <p><b>(C7/P117-118/D23)</b></p>				
24.	<p>I liked my job, but I didn't have a glittering career and even I had, let's be honest: women are still only really valued for two things, their looks and their roles as mothers. <b>I'm not beautiful, and I can't have kids, so what does that make me? Worthless.</b> I can't blame all this for my drinking, I can't blame my parents or my childhood, an abusive uncle or some terrible tragedy. It's my fault. <b>(C7/P118/D24)</b></p>	✓			
25.	<p>Gaskill rang this morning, just as I was leaving the house. He asked me whether I would be able to come by the station today. <b>I was terrified for a moment,</b> but then I heard him say in his quiet, mild tone that he just wanted me to look at a couple of pictures. <b>(C9/P144/D25)</b></p>	✓			
26.	<p>I never learn. I wake with a crushing</p>	✓			



	<p>sensation of wrongness, of shame, and I know immediately that I've done something stupid. I go through my awful, achingly familiar ritual of <b>trying to remember exactly what I did</b>. I sent an e-mail. That's what I was.</p> <p><b>(C9/P152/D26)</b></p>				
27.	<p>I'm cast out Scott's mother made that clear. <b>I'm cast out and I'm disappointed</b>, but it shouldn't matter, because they have Kamal Abdic.</p> <p><b>(C12/P205/D27)</b></p>	✓			
28.	<p>Tom called more than once. <b>I didn't pick up</b>. I know what he wants. He wants to ask why I was at Scott Hipwell's house yesterday morning. Let him wonder. It has nothing to do with him. Not everything is about him. <b>(C15/P212/D28)</b></p>			✓	
29.	<p>A voice, low at first, but then louder.</p> <p>Angry, desperate, calling Megan's name.</p> <p>It's Scott-he's unhappy with her. He calls her again and again. It's a dream, I think.</p> <p><b>I keep trying to grasp at it</b>, to hold on to</p>	✓			

	<p>it, but the harder I struggle, the fainter and the further away it gets.</p> <p><b>(C15/P215/D29)</b></p>				
30.	<p>I am no longer travelling to my imaginary office. <b>I have the given up the pretence.</b></p> <p>I can barely be bothered got get out of bed. I think I last brushed my teeth on Wednesday. I am still feigning illness, although I'm pretty sure I'm fooling no one. <b>(C15/P219/D30)</b></p>	✓			
31.	<p>I was ashamed, I say, and I start to cry.</p> <p>It's awful, cringeworthy, but I start to weep. I sob and sob, and poor Cathy holds me, strokes my hair, tells me I'll be all right, that everything will be all right.</p> <p>I feel wretched. <b>I hate myself</b> almost more than I ever have. <b>(C15/P234/D31)</b></p>	✓			
32.	<p>Every day, every hour that passes I become more certain. She will be one of those names, hers will be one of those stories: lost, missing, body never found.</p> <p><b>And Scott will not have justice, or peace.</b> He will never have a body to</p>			✓	

	<p>grieve over; he will never know what happened to her (Megan).</p> <p><b>(C15/P220/D32)</b></p>				
33.	<p>I decided, somewhere along that walk, that <b>I have to do something</b>. I have to make amends for being insufficient.</p> <p><b>(C15/P222/D33)</b></p>	✓			
34.	<p>Every now and again it does strike me that she's alive and well and sitting on the hotel balcony with a view of the sea. Her feet up on the railings, a cold drink at her elbow. <b>The thought of her (Megan) there both thrills and disappoints me, and then I feel sick for feeling disappointed.</b> I don't wish her ill, no matter how angry I was with her cheating on Scott, for shattering my illusions about my perfect couple. No, it's because I feel like I'm part of this mystery, I'm connected. I am no longer just a girl on the train, going back and forth without point or purpose. I want Megan to turn up safe and sound.</p>			✓	

	<p>(C7/P133-134/D34)</p> <p>35. When I read that in a news story earlier today, I started cry. <b>I am ashamed now of the secret thoughts I had.</b> Megan is not mystery to be solved, she is not a figure who wanders into the tracking shot at the beginning a film, beautiful, ethereal, insubstantial. She is not a cipher. She is real. (C9/P159/D35)</p> <p>36. It takes me a while to realize what I am feeling when I wake. There's a rush of elation, tempered with something else; a nameless dread. I know we're close to finding the truth. I just can't help feeling that <b>the truth is going to be terrible.</b> I sit up in bed and grab my laptop, turn it on and wait impatiently for it to boot up, then log on to the internet. (C15/P210/D36)</p> <p>37. I remember his coldness the next day, his refusal to speak about it. I remember him telling me, in flat disappointed tones, what I's done and said, how I'd smashed</p>	✓			
				✓	
				✓	

	<p>out framed wedding photograph, how I'd screamed at him for being so selfish, how I'd called him a useless husband, a failure. <b>I remember how much I hated myself that day.</b> I was wrong, of course I was, to say those things to him, but what comes to me now is that I wasn't unreasonable to be angry.</p> <p><b>(C19/P287-288/D37)</b></p>				
38.	<p>I wanted to feel what Jess felt when she sat out there with him, drinking wine in the evening. I forgot what I supposed to be feeling. <b>I ignored the fact that at the very best, Jess is nothing but a figment of my imagination,</b> and at the worst, Jess is nothing, she is Megan. She is dead, a body battered and left to rot. Worse than that: I didn't forget. I didn't care. I didn't care because I've started to believe what they're saying about her (Megan).</p> <p><b>(C23/P321/D38)</b></p>	✓			
39.	<p>You can feel it: it's like the hum of electric lights, the change in atmosphere</p>	✓			

	as the train pulls up to the red signal. <b>I'm not the only one who looks now.</b> I don't suppose I ever was. I suppose that everyone does it. Looks out at the houses they pass only we all see them differently. <b>(C38/P467/D39)</b>				
40.	I get into bed and turn the lights out. I won't be able to to sleep, but I have to try. <b>Eventually, I suppose, the nightmares will stop and I'll stop replaying it over and over and over in my head, but right now I know that there's a long night ahead.</b> And I have to get up early tomorrow morning to catch the train. <b>(C38/P425/D40)</b>	✓			
41.	It's a glorious evening, warm but not too close, <b>the sun starting its lazy descent,</b> shadows length trees with gold. <b>(C1/P7/D41)</b>				✓
42.	It's comfortable enough, but it isn't a place you want to be, so instead I linger in the living room or at the kitchen table,				✓



	ill at ease and powerless. <b>I have lost control over everything, even the places in my head. (C1/P12/D42)</b>				
43.	The heat is building. It's barely half past eight and already the day is close, the air heavy with moisture. <b>I could wish for a storm, but the sky is an insolent blank, pale, watery blue.</b> I wipe away the sweat on my top lip. I wish I'd remembered to buy a bottle of water. <b>(C1/P13/D43)</b>				✓
44.	And now, without thinking, I find myself looking directly into my house, and I can't look away. <b>The French doors are flung open, light streaming into the kitchen.</b> I can't tell, I really can't, whether I'm seeing this or imagining it. <b>(C1/P19/D44)</b>				✓
45.	<b>I close my eyes and let the darkness grow and spread until it morphs from a feeling of sadness into something worse: a memory, a flashback.</b> I didn't just ask him to call me back. <b>(C1/P19/D45)</b>				✓

46.	<p>The screech of the train's brakes wakes me. We're at the signal. <b>At this time of morning, this of year, the sun shines directly onto the back of the trackside houses, flooding them with light.</b> I can almost feel it, the warmth of that morning sunshine on my face an arm as I sit at the breakfast table. (C3/P41-42/D46)</p>				✓
47.	<p><b>I must have fallen asleep, the gin and the hot sun lulling me.</b> I woke with a start, scrabbling around desperately for my handbag. It was still here. (C3/P52/D47)</p>				✓
48.	<p>I'm awake. The more I want to be oblivious, the less I can be. Life and light will let me be. I lie there, listening to the sound of Cathy's urgent, cheerful busyness, and I think about the clothes on the side of the railway line. (C3/P53/D48)</p>				✓
49.	<p><b>The day stretches out in front of me, not a minute of it filled.</b> I could go to the farmer's market on the Broad; I could</p>				✓

	buy venison and pancetta and spend the day cooking. (C3/P53/D49)				
50.	I stumbled, that's it. On the stairs at Witney station. Did I hit my head? <b>I remember being on the train, but after that there is a gulf of blackness, avoid.</b> I'm breathing deeply, trying to slow my heart rate, to quell the panic rising in my chest. (C3/P58/D50)				✓
51.	<b>I'm frightened, but I'm not sure what I'm afraid of, which just exacerbates the fear.</b> I don't even know whether there's anything to be frightened of. (C1/P58/D51)				✓
52.	After I've finished cleaning up, I go back to my room. <b>Cathy's bedroom door is still closed, but I can feel her quiet rage radiating through it.</b> I can't blame her. (C3/P63/D52)				✓
53.	As we pass Megan's and Scott's house, I look up. I can hear the blood pulsing in my head. <b>I feel excited. I feel afraid.</b> <b>The windows of number fifteen,</b>				✓

	<b>reflecting morning sunshine, look like sightless eyes. (C7/P95/D53)</b>				
54.	I don't intend to. I wanted a drink at lunch time; I was desperate for one after what happened in Witney this morning. I didn't have one, though, because I had to keep a clear head. <b>It's been a long time since I've had anything to worth keeping a clear head for. (C7/P96/D54)</b>				✓
55.	The fug of body odour, perfume and laundry soap hangs oppressively above bowed, damp heads. <b>The clouds that menaced this morning did so all day, growing heavier and blacker until they burst, monsoon-like, this evening,</b> just as office workers stepped outside and the rush hour began in earnest, leaving the roads gridlocked and tube station entrances coked with people opening and closing umbrellas. <b>(C7/P132/D55)</b>				✓

## B. Discussion

In this discussion, the researcher presents the data analysis that had been found in the Hawkin's novel "The Girl on the Train" in language functions as follows:

### 1. Types of Language Functions

In this part, the researcher found four types of language functions that exist in each speech by the main character in the novel, as follows:

#### a. Expressive Function

Expressive Function centred on the sender, aims at allowing the locutor to express his own attitude toward his topic. Holmes (2001:259) explains that expressive function is express personal feelings, thoughts, ideas and opinions with different choice words, and information. Based on the findings, **datum 3, 5, 7, 8, 9, 10, 12, 14, 15, 16, 17, 18, 19, 23, 24, 25, 26, 27, 29, 30, 31, 33, 35, 38, 39 and 40** include expressive function. All of the data express the main character feeling in the novel to the interlocutor. The dominant language function is expressive function. The reason why expressive function is dominant than the other function because this kind of novel express to much feeling about the main character that is Rachel.

#### b. Directive Function

Directive function is language might be used to direct others to do something or seeking to affect the behavior the addressee. Holmes (2001:259) states that directive function is uses to giving orders or making request by using imperative statements. **In datum 20, 21 and 22** are classified as directive function because the data shows the main character asking someone to undertand what the main character

means. The lowest language function found is directive function because in this novel, does not contain many giving orders, or making request by the main character.

#### c. Referential Function

Referential function is the most obvious function of language, when you use words to indicate things or facts. Holmes (2001:259) argues that referential function used to provide information about things and to reasons about fact. **In datum 1, 2, 6, 11, 13, 28, 32, 34, 36 and 37** are indicate into referential function because all of the data explains to reader that the main character gives information, reason and fact. This language function is the middle that found in the novel because the speeches of the main character was not many to indicate things or fact.

#### d. Poetic Function

Poetic function deals with that language whose primary focus is the beauty of the language itself. Holmes (2001:259) argues that poetic function it focuses on aesthetic features of language as poem. **In datum 4, 41-55** are classified into poetic function because those data had deep meaning. This language function is also the middle that found in the novel because the speeches of the main character was not many to express the aesthetic features of language.

## 2. The used of language function by the main character in the novel.

In this part, the researcher presents the data analysis about the used of language function by the main character in the novel, as follows:

#### a. Expressive function

There were twenty six data that discussed about expressive function. First, In **D-3, D-10, D-40** expresses the main character's happy feeling. The speech of

the main character describe happy feeling because she enjoy what she did. Then, **D-5, D-9, D-12, D-15, D-23, D-25** express the main character feels sad with her life. Therefore, those data are classified into expressive function. **D-7** showed the main character's feeling that she wants to say something to the people, but she feels too shy, even though she just says "Hi" to them. **D-14 and D-27** are classified into expressive function because those data express the main character feels dissapointed with Jess due to she doesn't appreciate her husband. **D-16** it express that the main character feels panic because the police wants to interrogate her directly. **D-17** is classified into the expressive function. It expresses her feeling about how she feels fault to Anna because she makes communication to ex-husband and then she asks to apologize to Anna. **D-18** is classified into expressive function because in this case, the main character feels confious what she supposed to do. **D-19, D-26 and D-29** are classified into expressive function because the main character always curious with things and also try to remember what happened to her because she has psychological issue. **D-30** describes that the main character's feeling is shame because everyone knows that she just pretence to be sick. **D-31 and D-38** are classified into expressive function because the main character express her anger toward her life and the person that she adored before. **D-33** it express the main character's feeling that she has to do something to help them (the peoples who are looking for Megan). **D-35** is classified into expressive function because it expresses the main character's feeling about her thought that it was wrong. Megan is not a perfect woman as she thinks. The last, **D-39** is classified into the expressive function.



It expresses her feeling about how people express their mind about the same view of something. The researcher concluded that those data referred to an expression of the main character's emotion that showed in the novel.

b. Directive function

There were three data that discussed about directive function. First in **D-20** is classified into the directive function. To refer that the main character doesn't want to be suspected that the lost of Megan mystery. Then, **D-21** is classified into the directive function. Based on the statement "I leaped my feet then" because this action shows that the main character's really angry about accusation of herself moreover she doesn't do it. The last, **D-22** is classified into the directive function. "They don't look anything like each other!" based on the statement the main character's action shows that she makes sure to the police that they are not the same. The researcher concluded that the main character ask the interlocutor to do something or believe her.

To compare with Fadliyansyar (2010) and Zulfahmi (2012). They analyze about directive function. They applied a different theory, Fadliyansyar used discourse analysis approach to analyze about directive function which are request for action, information, help, and sympathy. Meanwhile, Zulfahmi found in his thesis the kinds of language function. They are question, request, order and please.

c. Referential function

There were ten data that discussed about expressive function. In this case, referential function was showed in **D-1 and D-36** are classified into referential function because giving the fact about the main charater's life in the novel and the mystery that showed in the novel. Next, **D-2, D-6, D-11, D-13, D-32 and D-34** are classified into referential function because those data gives information to the reader about the condition of the main character. The last, in **D-37** is classified into referential function because it gives the reason that why she aware about her act in the past to her ex-husband. The researcher concluded that those data showed the main character was asking for a description of someone or something, defining something, explaining or asking for explanation of how something works, comparing, contrasting things, probabilities, or capabilities for doing something. Therefore, the data are classified into referential function.

d. Poetic Function

There were sixteen data that discussed about poetic function.

**In D-4, D-41-D-55** are classified into poetic function because those data has deep meaning and using the aesthetic words in the novel.

Based on the discussion above, the researcher found that there is similarity between this research and previous findings conducted by Sabata (2011) in her thesis, she found there are seven language functions appeared in the novel and referential function is mostly used in the novel.

In addition, from explanation for four language functions above the researcher concluded that conversation of human has meaning which can be used by everyone. As human, we need language to interact and get information, then in getting information there was a function and meaning that must be understood.

Understanding the connection between the form and the function of language will help us to explain how stretches of language be coherent without being cohesive. Therefore, people understand what the addresser said easily. By knowing and understanding meaning, people can interact and communicate each other.



## CHAPTER V

### CONCLUSSION AND SUGGESTIONS

This chapter consist of two parts. They are conclusion and suggestion. The researcher would like to present what have been found from the Hawkin's novel "The Girl on the Train".

#### A. Conclusion

1. The types of language functions that are used by the main character in the Hawkin's novel "The Girl on the Train" are expressive, directive, referential and poetic functions.
2. The main character of the novel "The Girl on the Train" by Paula Hawkin used the expressive function to express her feelings and emotions, the directive function to give orders or make a request to the interlocutor, the referential function to give information, things or facts, and the poetic function to express the thought by using the aesthetic language.

#### B. Suggestions

The researcher would like to give some suggestion for other studets who intend to conduct research regarding to this topic of language function, as follows:

1. The reader should be able to improve their comprehension or understanding the context of utterances or sentences in the novel. Therefore, it will help analyze utterances in the novel easily.
2. The researcher suggest to the readers to improve their understanding about language function and how to use it in our daily life. It will give

knowledge and deep understanding for the readers who intend to make good communication and the researcher is a delicate topic which can be applied in various kinds of literary apart from a work of plays such as novel, prose, poetry, short story, picture books for children and so on. Hopefully the study about this particular will always grow in advance.

3. For the next researchers who are interested in the same study to use this study as comparison and direction or as additional reference for their future research.
4. The teacher and educator should give more attention to the students in learning English process especially about language function because language has many functions. It is not only as a tool of communication but it is wider.

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